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ABSTRACT

The Orange County, Florida, public schools have developed a Chapter 1 program of individualized learning for reading and mathematics underachievers in grades 1, 2, and 4. The program is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods, and approaches (whole language approach used in the reading component and computer assisted instruction with tutorial aides used in the mathematics component); (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewards for and recognition of excellence; and (15) evaluation of results for project improvement. In all instances except one, the Orange County public schools' Chapter 1 program exceeded the national statistics for Normal Curve Equivalent gains (using Comprehensive Tests of Basic Skills) in Chapter 1 programs nationwide for the 1983-84 school year, using spring to spring results. (PS)

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ECIA Chapter 1 Orange County Public Schools Program Guide

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Orange County Public Schools ECIA Chapter I

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I. DISTRICT INFORMATION

A. Name of Contact Person Louis L. Foster

Telephone Number (305) 423-9281

B. Descriptive Information for the 1985/86 school year.

1. Total District Enrollment 102,539
2. Total number of classroom teachers 5,135
3. Grades or equivalent education span of district K-12
4. Racial/ethnic composition of the student body.

.11% American Indian or Native Alaskan

1.64% Asian or Pacific Islander

5.28% Hispanic

24.20% Black, not of Hispanic Origin

68.77% White, not of Hispanic Origin

5. Total population in school district 549,722
6. Percentage of the students in district coming from low-income families 44.82%

(This district uses student counts based upon students qualifying for free or reduced lunch assistance to determine low income status.)

II. PROJECT INFORMATION

A. Project Title: INDIVIDUALIZED LEARNING FOR UNDERACHIEVERS

B. Program Category

Basic Grant to LEA

C. Area(s) of Service

Reading
Mathematics

D. Number of children participating from public school 6,316

E. Number of public schools served by the project 48

F. Grade level(s) or equivalent span of children receiving project services 1,2,4

G. Number of staff in the Chapter I project. teachers 102
aides 214

Chapter I teachers are all degreed, must be state certified, and have a minimum of 3 years successful classroom experience. A majority have more than 7 years elementary teaching experience. Intensive, on-going teacher training has been a priority for project staff. We provide monthly inservice utilizing nationally known educators, concentrating on methods for the teaching of reading for Chapter I teachers. The project funds teacher registration fees for district, regional, and national reading, mathematics and computer conferences.

All Chapter I tutorial aides possess high school diplomas and have participated in a comprehensive aide training program designed and presented through a local community college. The course is approved for college credit and is a 3-year continuum of education courses designed for and by Chapter I in Orange County to train para-professionals to work with children as mathematices tutors. District inservice is also provided Chapter I tutorial aides on a regular basis. This includes remediation strategies, as well as motivational skills and techniques.

Community agencies regularly present at these inservice meetings, informing the tutors of services available to meet the unique needs of educationally disadvantaged children. Chapter I tutorial aides represent a stable cadre of para-professionals with an average of more than 4 years experience. A significant number are enrolled in an Associate of Arts degree program and several have graduated.

H. Estimated Chapter I annual per pupil cost to conduct this project in school year $1,029.00

I. Orange County Schools' Chapter I program determined that the primary educational needs of the students to be served by the project were in the areas of elementary reading and mathematics. This determination was made from analyzing the results of the annual needs assessment, a comprehensive standardized testing program administered to all students in the district, grades K through 12, in the spring of each year. A curriculum council composed of teachers, principals, tutorial aides, parents and district educators reviews and analyzes the data that is presented from the test information; and in conjunction with the district Department of Research and Evaluation, these results are utilized to prioritize educational needs within the district.

In an effort to serve the areas of greatest need and to supplement existing state funded compensatory programs, grades one, two, and four were identified to receive Chapter I services in the areas of reading and mathematics. The Comprehensive Tests of Basic Skills (CTBS) is administered for this purpose in the spring of each year. This determination is made annually to ensure that Chapter I services address the areas of greatest need in the district.

Several documented activities occur within the Orange County Public Schools' Chapter I program to ensure that the identified primary educational needs remain relevant to the program:

1. Cluster meetings (every 8 weeks) of the Chapter I administrator with district principals and central office administrators.
2. Annual involvement of the Chapter I administrator with target school principals in the development of individual school plans.
3. Annual involvement of the Chapter I Evaluator with the Orange County Public School Department of Planning and Governmental Relations in the refinement and development of the district plan.
4. Weekly classroom observations by seven district-level Chapter I personnel charged with the responsibility of in-school program monitoring with submission of formal reports to the Chapter I administrator detailing on-going compliance of Chapter I programs to the district's grant.
5. Monthly submissions of the Orange County Public Schools' ECIA Chapter I Monitoring Form, which summarizes project accomplishments and areas of need, are summarized by the Evaluator and forwarded to the Senior Administrator, ECIA Chapter I for further action.

J. Students are selected based upon their performance on a nationally normed, standardized test (CTBS) administered in the spring, to all students in the school district. In the 1985-1986 project, those students scoring at the 40th percentile or below, were deemed eligible. Students without qualifying CTBS test scores; (1) must be placed below grade level by the district-adopted placement test of the reading and mathematics basals; (2) must be referred by the classroom teacher; (3) must be tested with the CTBS test by the Chapter I teacher; and (4) performance must fall at or below the 40th percentile.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ELIGIBLE SCHOOLS, 1986-1987

The forty-eighty (48) Chapter I schools are listed in order of eligibility based on selection procedure utilizing percent of economically disadvantaged students.

SCHOOLS	PERCENT	SCHOOLS	PERCENT
1. MAXEY	93.67	25. BLANKNER	50.26
2. IVEY LANE	91.14	26. DILLARD STREET	47.91
3. WHEATLEY	89.68	27. LAKE WESTON	46.74
4. HUNGERFORD	79.82	28. KILLARNEY	45.97
5. TILDENVILLE	76.89	29. LANCASTER	43.97
6. HILLCREST	76.03	30. SADLER	42.82
7. ORLO VISTA	71.99	31. LAKE SILVER	42.75
8. ORANGE CENTER	68.36	32. PRINCETON	42.53
9. APOPKA ELEM	67.57	33. DURRANCE	41.75
10. GRAND AVENUE	67.46	34. CYPRESS PARK	41.69
11. TANGELO PARK	65.66	35. HIAWASSEE	41.64
12. ROCK LAKE	62.58	36. PALMETTO	39.53
13. CATALINA	60.81	37. LOVELL	39.43
14. PINELOCH	60.13	38. RIDGEWOOD PARK	38.22
15. LAKE COMO	58.48	39. BONNEVILLE	36.32
16. WASHINGTON SHORES	58.39	40. SPRING LAKE	36.31
17. PINE HILLS	56.20	41. OAK HILL	35.98
18. RAY, MOLLIE	54.09	42. ROLLING HILLS	35.24
19. FERN CREEK	53.74	43. DREAM LAKE	34.42
20. ZELLWOOD	53.61	44. AZALEA PARK	33.26
21. ECCLESTON	52.76	45. OCOEE	32.69
22. KALEY	51.97	46. ENGELWOOD	32.66
23. RICHMOND HEIGHTS	51.94	47. LOCKHART	32.32
24. COLUMBIA	51.17	48. CLARCONA	---

NEGLECTED OR DELINQUENT CENTERS

1. BETA HOUSE
2. ORANGE HOUSE
3. LITTLE RED SCHOOL HOUSE
4. ORLANDO REGIONAL DETENTION CENTER
5. THEE DOOR

NON-PUBLIC

1. ST. ANDREWS
2. ST. CHARLES
3. ST. JAMES
4. ST. JOHN
5. GOOD SHEPHERD
6. PAL ACADEMY

III. PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. PROJECT GOALS AND OBJECTIVES

A. The overall goals of the Orange County Public Schools' Chapter I project are to supplement the student's instructional program in the two content areas documented to be of the greatest need, i.e., elementary reading and mathematics. These goals were identified by means of an examination of district standardized test results and data obtained through six meetings of a district-wide curriculum council composed of parents, teachers, tutorial aides, principals, and district administrators, who were charged with the task of addressing the unique needs of disadvantaged children and the setting of appropriate goals for a Chapter I program.

Upon analysis, selected learner needs surfaced in the test results creating strong common profiles among our educationally disadvantaged students. Specifically, a lack of mastery of the basic competencies in reading and mathematics tied students to performance levels one or more grades below expectation. These selected learner needs were given priority in determining project goals.

These goals are systematically communicated to parents, students, staff and the community through regularly held and highly publicized Chapter I District Advisory Council meetings, local school PTA and PTO meetings where project staff are presenters, a Chapter I telephone hot-line, a bi-monthly Chapter I Parent Newsletter, inner-community newspapers, and local radio/television media. In the spring, each of our 48 Chapter I schools holds "Parent Awareness Week," with special open houses, classroom presentations, and orientation programs for Chapter I parents in order to further publicize project goals and objectives.

B. The Orange County Public Schools' Chapter I project utilizes a variety of procedures to ensure that project objectives are attained and reinforced. The project has seven district-level staff members whose roles are to monitor in-school program implementation. Each of the seven is responsible for a small cluster of Chapter I schools (usually six.) They meet at least weekly with Chapter I school personnel observing classroom operation, conduct group and individualized inservice with Chapter I teachers and aides to ensure the continued use of correct methods, review planbooks, review records, conduct conferences, and assist in keeping the program on target.

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

A. Chapter I supplements the regular school's curriculum by remediating identified reading and mathematics skills prescribed by the regular classroom teacher. The Whole Language Approach which integrates the language processes--listening, speaking, reading and writing--is utilized by Chapter I teachers in a limited pull-out model to remediate reading skills. Chapter I tutors remediate mathematics skills utilizing an in-class design.

Documentation that program integration occurs is evidenced by the use of Chapter I Articulation Folders and Chapter I Plan Sheets. The Chapter I Articulation Folder is used in the reading and mathematics components and indicates skills assigned by the regular

classroom teacher, skills presented by the Chapter I teacher or tutor, and skills completed by the student, which is verified by both the regular classroom teacher and the Chapter I teacher. These folders are maintained for each student and are updated during the monthly conferences attended by regular classroom teachers, Chapter I teachers, and Chapter I tutors.

The Chapter I Plan Sheet is utilized by all Chapter I instructional staff and documents the skills assigned, the strategies employed, and the materials used to reinforce and support instruction.

B. Scheduled monthly conferences between the Chapter I teachers, tutors, and regular classroom teachers provide opportunities for planning and coordination of strategies and skills instruction for Chapter I students.

C. Regularly scheduled monitoring visits to schools are conducted by seven Chapter I District staff members to ensure that the Chapter I project is coordinated with the regular school program. Chapter I Plan Sheets and Articulation Folders are reviewed to verify that skills prescribed by the classroom teachers are remediated by the Chapter I teachers and tutors. Observations of instructional sessions are conducted to ensure that the project objectives are being implemented.

3. PARENT/COMMUNITY INVOLVEMENT

A. The Parenting Program of Orange County Public Schools' ECIA Chapter I is staffed with a full-time Parent Resource Teacher and a Parent Resource Assistant (para-professional). These staff members are responsible for planning and conducting activities that: promote parent/community participation at the district and local level, disseminate information about the Orange County Public Schools' Chapter I program, and ensure that the Orange County Public Schools' Chapter I program has met federal requirements of parental consultation in the planning, implementation and evaluation of the project.

At the school level, parents participate in a variety of Chapter I activities such as: a surveying of the community for suggestions of parental involvement and program improvement; developing instructional materials for the Chapter I classes, and attending regularly scheduled inservice training programs designed to familiarize parents with federal regulations governing ECIA Chapter I. On a biennial basis, a District Parent Advisory Council meeting is held to discuss the evaluation design of the Orange County Public Schools' Chapter I program, to review the evaluation results of the most recent school year, and to gather parental input for planning of the upcoming grant.

B. The Orange County Public Schools' Chapter I program actively promotes opportunities for parents to provide extended reinforcement for their children.

Regularly scheduled inservice programs are conducted at target schools for parents to become familiar with the instructional materials used in the Chapter I program within their school and to gain a better understanding of the methodologies used with their children. An extensive library of materials, specifically designed for parent check-out and use at home is also made available to parents at these meetings.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

A. This Chapter I project has a multi-level inservice program designed to provide professional growth for each level of staff.

Inservice for Chapter I teachers and aides is integral in the weekly in-school monitoring visits conducted by District Chapter I staff. It is highly individualized and designed to ensure the use of appropriate methods in the delivery of reading and mathematics remediation service. In addition, on a monthly basis, exciting and motivational training is provided at a site away from school by instructors selected for their expertise and appeal. Many nationally prominent educators are utilized for this purpose. Note the specific inservice calendars that follow:

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I

CALENDAR FOR STAFF DEVELOPMENT ACTIVITIES

DATE	CONSULTANT(S) OR EVENT	LOCATION
August 21 Wednesday	Chapter I Orientation (1/2 teachers for 1/2 day)	Expo Centre Beauty
September 5 Thursday	Volusia County Chapter I Teachers (1/2 teachers for 1/2 day)	Expo Centre-Dot & Eola
September 26-27 Thurs./Fri.	Des Moines, Iowa Chapter I (1/2 teachers for each day)	Expo Centre-Dot & Eola
October 17 Thursday	Dorothy Strickland, Columbia Univ. (All day)	Expo Centre-Adair
November 13 Wednesday	Priscilla Lynch, Scholastic (1/2 teachers for 1/2 day)	Expo Centre-Dot
December 19 Thursday	Sharing Session	Hilton Inn West
January 8 Wednesday	Trudy Johnson, HBJ-Odyssey (1/2 teachers for 1/2 day)	Expo Centre-Dot
February 7 Friday	Jane Hansen University of New Hampshire	Expo Centre-Cherokee Room
March 6 Thursday	Jim Trelease, Reading Tree Productions Springfield, Massachusetts	Hilton Inn West
April 24 Thursday	Sharing, Planning Meeting	Expo Centre-Adair

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I

CALENDAR FOR STAFF DEVELOPMENT ACTIVITIES

MATH TUTORS AND CHAPTER I COORDINATING TEACHERS

DATE	CONSULTANT(S) OR EVENT	LOCATION
August Tues./Wed.	Chapter I Math Tutor Orientation (1/4 tutors each 1/2 day)	Board Room
September Tuesday	Addison/Wesley (Mathematics Basal) Consultant, (2 hour sessions)	Expo Centre-Adair
January Wednesday	Problem Solving	Expo Centre-Adair
February TBA	Fractions Inservice	Expo Centre-Adair
March TBA	Concepts Inservice	Expo Centre-Adair

Additionally, Chapter I district level staff has access to the events reflected on the calendars, with funds budgeted for each to attend the two State Compensatory Education conferences, and one national reading, mathematics or educational leadership conference of their choice.

B. The Chapter I district-level staff was involved in the following activities to increase knowledge about reading/mathematics instruction and/or education for the disadvantaged.

1. participation as state Chapter I monitoring team members to Collier, Volusia, St. Lucie, and Escambia counties;
2. attendance at local and state reading/mathematics conferences and national reading conferences;
3. participation as officers, members, and committee chairpersons in local and state professional reading associations;
4. attendance at reading/mathematics up-dates (meetings on general implementation issues) for the district's basal programs;
5. subscription to and review of reading/mathematics journals, magazines, and newsletters: The Reading Teacher, Reading Week, the Sloane Report, and the Phi Delta Kappan.

5. LEADERSHIP

A. Orange County Public Schools' Chapter I principals and the project administrator demonstrate a variety of instructional leadership attributes. Strong communication skills form a cornerstone.

The project administrator attends and presents at the principals' cluster meetings, as well as at staff meetings, which are held regularly. These meetings provide systematic opportunities for information exchanges and foster the development of close working relationships between school administrators and the project administrator.

B. Chapter I school principals and the project administrator work together to secure adequate facilities, an appropriate instructional environment, high quality qualified instructional staff, and outstanding inservice experiences. Chapter I principals carefully evaluate and coach Chapter I teachers and tutors to promote improvement and growth.

The project furnishes strong documentation support to school principals and Chapter I staff alike. Each receives a personally tailored handbook designed as a comprehensive reference manual regarding the project and its operation. Memoranda, the project newsletter, as well as technical assistance and clarification papers all serve as formal communication devices to keep school administrators and Chapter I staff informed.

C. Parental and community support is rallied by the project administrator, project staff, and school principals. A formal information dissemination network utilizes highly publicized Chapter I District Advisory Council meetings held regularly for two-way parent and community communication. This network also utilizes PTA and PTO meetings, a Chapter I telephone "Hotline," a bi-monthly Chapter I Parent Newsletter, a Chapter I student take-home calendar, an annual parent awareness week held at each Chapter I school, local TV spots known as "Minute Memos," and community newspaper articles featuring Chapter I children and teachers in action.

6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

A. The Orange County Chapter I project design is a supplemental, instructional reading program utilizing a limited pull-out model with Reading Support Teachers and a supplemental, tutorial mathematics program utilizing an in-class model with math tutors.

B. There are several design features unique to the Orange County Public Schools' Chapter I project: in the reading component, the use of the Whole Language Approach in a Chapter I remedial setting to supplement and coordinate with the district's skills oriented basal program; in the mathematics component, the use of computer assisted instruction with tutorial aides, and in both the reading and mathematics components, the strong support and supervision by the district level Chapter I staff.

The Whole Language Approach capitalizes upon each student's experiences and language abilities, and via a child-centered approach to instruction, the program successfully supplements the skills based reading management system currently used in the regular school program.

Highly trained mathematics tutors provide supplemental instruction to the district's basal program through close coordination with the regular classroom teacher and the use of computer assisted instructional programs in mathematics, specifically chosen to reinforce the skills addressed in the district's curriculum. Immediate follow-up conferences between the math tutors and the regular classroom provide evaluation and planning information.

Weekly monitoring is conducted to document the use of materials and strategies used by the Chapter I teachers and tutors, and to verify the correlation of skills prescribed with skills remediated. Instructional sessions are observed, documented, and systematic follow-up inservice is provided on a one-to-one basis during monthly staff development sessions.

C. The procedures used to determine the materials, methods, or approaches used are based on the annual evaluation report for program-level decisions, and are based on students' strengths and weaknesses for individual pupil planning.

In the reading component, the Orange County Public Schools' Chapter I program staff chose materials that specifically reinforce the child-oriented, experience/language based, instructional methodology required by a Whole Language Approach.

In the mathematics component, the staff of the Orange County Public Schools' Chapter I program, with the assistance of a commercial publisher, developed, programmed, and implemented a computerized system which correlates computer software programs to mathematics skills. This system provides computer assisted software programs specifically designed to reinforce identified skills in the district's mathematics curriculum.

In both the reading and mathematics components, skills are prescribed by the regular classroom teacher via the Chapter I Articulation Folder. Chapter I teachers and tutors consider the skills prescribed and the individual student, to include his/her age, instruction level, and/or identified learning modality (when applicable) in selecting the most appropriate instructional materials for an individual student.

D. The methods most often used in our Chapter I reading component provide the students with many opportunities to be involved in Whole Language activities--listening, speaking, reading, and writing. Teachers model and demonstrate appropriate behaviors. In the content area, the DRTA (Directed Reading-Thinking Activity) is frequently used. In the mathematics component, the methods most often used include a combination of developmental, practice, drill and application activities. The materials and equipment used most often in the Chapter I project are:

READING	MATHEMATICS
Materials	
Bill Martin Instant Readers Scholastic 3 I's Kit Odyssey Series Word processing programs and Others	Multiplication Rock McCormick Mathers Kit Veri-Tech Commerical software programs and Others
Equipment	
Microcomputers Cassette recorders Record players	Microcomputers Cassette recorders Record players Teaching Machines

The materials selected for the reading component were previewed and carefully chosen by the district staff and a committee of teachers to match the Whole Language process. Chosen materials provide opportunities for language development in meaningful context. The district staff is assisted by consultants and company representatives in increasing the awareness of new materials.

The equipment was chosen to compliment the materials used and the methodologies employed by the Whole Language Approach, and the methods utilized are those that provide the students with many opportunities to be involved in listening, speaking, reading, and writing.

In the mathematics component, materials, equipment and methods were selected that are appropriate for in-class activities that could be used by tutors, and that are supportive of the regular in-class mathematics instruction.

E. Chapter I supplements the district's program which contains a study skills section. Areas addressed are: special reference sources (encyclopedia, atlas, almanac); locating and using information within books (table of contents, chapter titles, headings, Index, tables, schedules, timelines); evaluating information (fact-opinion, recognizing bias in reading, various propaganda techniques); and organizing information for retention and/or reporting (outlining, test preparation, summarizing, note-taking, SQRRR: S-Study, Q-Question, R-Read, R-Rewrite, R-Review).

F. Children are grouped for instruction according to their instructional level and their placement in the basal in the regular school program.

G. In the reading component, expressive language materials and instructional methods that involve demonstration and modeling are selected to ensure success for participants. Children are challenged through extended literacy activities that involve all the modalities of learning--visual, auditory, and kinestetic.

In the mathematics component, manipulative materials, gameboards, and computer software programs are used when appropriate to provide both success and challenge to students.

H. The effectiveness of materials, methods and approaches is evidenced in the reading component by the frequent request of students to reread stories and by the enthusiasm that children show in sharing stories with parents, other LEA teachers, and fellow students.

The effectiveness of materials, methods and approaches is evidenced in the mathematics component by observation of the children's interest level in Chapter ! tutorial sessions, where students are provided with an opportunity to participate in individual activities.

In addition to observed behavior, standardized test scores and the Orange County Public Schools' ECIA Chapter I Monitoring Form document the effectiveness of materials, methods, and approaches used in both the reading and mathematics components.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

A. The writing process currently used in the regular school's writing program provides opportunities for students to participate in challenging writing activities such as the Young Author's Conference, where childrens' published books are presented annually at the school and district levels. The project interfaces Chapter I composition strategies which create opportunities for the student to extend new-found abilities into the regular school writing program.

B. Reinforcement activities are provided by Chapter I teachers to encourage positive expectations about achievement and behavior. Stickers, points, stars, special privileges, and field trips are a part of the rewards and incentive programs. Through monthly conferences with Chapter I teachers and regular classroom teachers, a sharing of ideas and strategies is communicated concerning expectations.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

A. The climate of Chapter I classes is an orderly non-threatening environment where the child feels free to express his/her thoughts and ideas in a risk-free atomosphere, and to experience success.

This climate is created by means of inservice training, by continuous re-inforcement of expectations by district-level personnel, and through an internalization by Chapter I school staff of the concept that positive development of the child's self-concept is a very necessary part of the components.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

A. In the reading component, the nature of the Whole Language Approach maximizes on-task behavior and instructional time ensuring that students are actively involved in all the language processes.

In the mathematics component, instruction is delivered on a one-to-one basis in a group not to exceed three students during and instructional period. This arrangement results in maximized instructional time.

B. Copies of stories, poems, and chants are reproduced and sent home for students to share with parents and peers. Students return signed copies of stories read to family and others.

Due to the nature of the in-class tutorial program in mathematics which utilizes instructional ideas, the determination of procedures used to ensure reinforcement of mathematics instruction outside the Chapter I class is the responsibility of the regular classroom teacher; however, reinforcement at home is encouraged through the monthly Orange County Public Schools' ECIA Chapter I Parent and Student Activity Calendar.

10. CLOSELY MONITORED STUDENT PROGRESS

A. The formal monitoring of a student's progress is by means of a nationally normed test, the Comprehensive Tests of Basic Skills, Form U (spring to spring testing schedule). The informal monitoring of a student's progress is accomplished by: monthly conferences between the Chapter I staff and the regular classroom teachers; observations by school-level and district-level Chapter I staff; Orange County Public Schools' ECIA Chapter I Monitoring Form; the Orange County Public Schools' ECIA Chapter I Reading Observation Report; and monthly conferences between the Chapter I Math Tutor and the regular classroom teacher.

11. REGULAR FEEDBACK AND REINFORCEMENT

A. The procedures for informing students about their progress are included in the activities designed to provide students with success and immediate feedback. Students are encouraged to develop and maintain a positive self-image through the verbal reassurances of teachers and tutors. "Glad Grams," stars, happy faces, and stickers are used to assist the students in evaluating progress both socially and academically. The Reading Observation Report indicates progress in the communication areas checked. Grades are not used and the report has no bearing on promotion or retention, thereby removing the threat of failure. Students quickly realize they are accepted and reinforced according to their needs. They also realize that competition is internal, eliminating the anxiety of grade comparison and resulting in a more positive learning environment.

B. Many opportunities are provided for feedback to parents and to regular classroom teachers. Chapter I teachers, tutors, and classroom teachers participate in regularly scheduled monthly conferences. Unscheduled conferences are held as needed. The Reading Observation Report informs parents and classroom teachers of the student's progress and solicits comments from the parents. This communication takes place every nine weeks and supplements the district report card. Parents and classroom teachers are invited to observe the student's performance in the Chapter I Resource Room anytime during the year, but especially during Chapter I Week, held annually in the spring.

On a biennial basis, Chapter I parents are invited to attend a general meeting of the District Advisory Council, which provides training sessions for parents on the topics of: federal regulations governing ECIA Chapter I; ECIA Chapter I in the Orange County Public School System; evaluation results from the previous year; and effective parent strategies.

12. EXCELLENCE RECOGNIZED AND REWARDED

A. Project recognition of a student's progress and achievement is both school and district based. Student's work is displayed on bulletin boards in various locations of the school and at District Advisory Council Meetings. Chapter I newsletters published by individual schools contain children's stories and/or samples of their work.

B. Chapter I teachers are recognized for outstanding teaching by being selected to demonstrate aspects of quality teaching during inservice sessions held throughout the year; to serve on the committee for Chapter I program involvement; and by being involved in assessing new materials for use in the program.

13. EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

A. The TIERS model A1 (spring to spring) design is used for evaluating the effectiveness of the Orange County Public Schools' Chapter I project, utilizing the Comprehensive Tests of Basic Skills (CTBS), Form U, in all participating grades. Process evaluations are conducted on a monthly basis using information gathered from the Chapter I process Monitoring Form. This instrument monitors all instructional staff in terms of materials used, methodologies employed, coordination meetings held, and observed on-going pupil progress to ensure fidelity of program implementation. On an annual basis, the Orange County Public Schools' ECIA Chapter I Survey Form is forwarded to central office administrators, target school principals, regular classroom teachers, Chapter I teachers, parents of Chapter I students, and Chapter I pupils to assist in the planning and evaluation of the program. This form attempts to gather input from respondents to determine areas of greatest need, document effectiveness of the existing program, and plan for upcoming project objectives and grant proposals.

B. The most recent project evaluation was completed in the summer of 1986 utilizing the CTBS, Form U, in all participating grades. A sustained effects study was conducted in the summer of 1985 on identified Chapter I second graders which documents that the Chapter I program has a positive and sustaining impact. The Orange County Public Schools' Chapter I program is one of several volunteer school districts to cooperate with a state-initiated evaluation project, Florida Department of Education, in designing, implementing, and field-testing, a computerized reporting system for Chapter I evaluation results.

The state and federally required evaluation is completed on an annual basis. This design utilizes the Florida Department of Education's computerized reporting system for project gains.

The Associate Superintendent for Elementary Education, the Director of Program Evaluation and Testing, the Senior Administrator, ECIA Chapter I, the Chapter I Evaluator, and the Supervisor of Management and Evaluation Services (Bureau of Compensatory Education, Florida Department of Education) are key administrators involved in the production of the final evaluation report.

C. Project effectiveness is communicated at school and district level. Bi-monthly Chapter I Parent Newsletters, co-sponsored by the building level Chapter I staff and the district Chapter I personnel, address on-going topics of Chapter I implementation issues and document individual successes via examples of pupils' work and/or articles written by Chapter I teachers or administrators.

Chapter I program effectiveness is included in each target school's Annual Report, which is disseminated community-wide.

On the district level, program effectiveness is communicated via the Senior Administrator, ECIA Chapter I through administrative meetings and final reports to the office of the Associate Superintendent for Elementary Education. A bi-annual meeting of parents addresses program evaluation results.

On a state level, Orange County Public Schools is involved in a Secretary's initiative Grant from the U.S. Department of Education with the Florida Department of Education. This grant was funded in 1983-1984 to develop, implement, and field-test a computerized reporting system for project evaluation, and its results will be disseminated state-wide.

D. The project utilizes both performance and process evaluation results in improving the project's design.

Substantive test data is closely analyzed each year to determine if student needs are being addressed and to the extent necessary. When reading gains were not as high as were expected, the project employed considerable ancillary research to evolve a revised delivery system which utilizes an innovative Whole Language Approach to supplement the district's skill oriented reading program. Further analysis of our annual Chapter I Needs Assessment, district-wide standardized test results, revealed the lower grades, one, two, and four were experiencing greater need in the areas of reading and mathematics skill remediation than the sixth grade. A shift was made in project design concentrating efforts on the lower grades.

Parenting evaluation data revealed a need for Chapter I student progress reports to accompany the regular report cards. Therefore, students now receive a Chapter I student progress report with their regular report card.

IV. PROJECT EFFECTIVENESS AND ACHIEVEMENT

The following tables display Normal Curve Equivalent (NCE) gains by grade level and by content area for school years 1983-1984 and 1984-1985. Test data is unavailable at this time for the 1985-1986 school year, as the Orange County Public Schools' Evaluation Department is currently in the process of validating computer tapes with the Florida Department of Education. These tapes contain test data for the 1985-1986 Chapter I program. For available data, summaries are displayed by categories of children (repeaters and non-repeaters).

ACHIEVEMENT DATA FOR REGULAR TERM
SPRING TO SPRING EVALUATION - MODEL A1
COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)

1983-1984 SCHOOL YEAR

GRADE	READING				MATHEMATICS			
	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN
2	235	24	11	2.11	286	24	11	10.34
2R*	94	16	6	8.82	75	20	8	1.77
4	411	25	12	3.36	408	24	11	7.03
4R*	64	21	9	2.79	47	23	10	4.32
6	569	24	11	4.27	338	23	10	5.51
6R*	6	15	5	7.19	7	25	12	5.77

*Repeaters

COMBINED STUDENTS

GRADE	READING				MATHEMATICS			
	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN
2	329	22	9	4.43	361	23	10	9.05
4	475	24	11	2.79	455	24	11	6.75
6	575	24	11	3.90	345	23	10	5.52

ORANGE COUNTY PUBLIC SCHOOLS, ECIA CHAPTER I
ACHIEVEMENT DATA FOR REGULAR TERM
SPRING TO SPRING EVALUATION - MODEL A1
COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)

1984-1985 SCHOOL YEAR

GRADE	READING				MATHEMATICS			
	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN
2	481	32	19	0	456	30	17	6.56
2R*	59	26	13	5.22	39	28	15	-0.81
4	677	32	20	1.76	541	30	17	6.08
4R*	34	30	17	0.28	36	29	16	1.31
6	789	30	17	3.52	528	29	16	3.44
6R*	13	28	15	1.76	9	27	14	5.16

*Repeaters

COMBINED STUDENTS AND PROGRAMS

GRADE	READING				MATHEMATICS			
	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN	NO.	PRE MEAN NCE	PRE AVG % TLE	NCE GAIN
2	540	31	18	0.57	495	30	17	5.98
4	711	32	19	1.69	577	30	17	5.79
6	802	30	17	3.49	537	29	16	3.47

In order to document that the Orange County Public Schools' Chapter I program is serving the students with the greatest educational need and that its participating students are entering the program with very limited abilities, pretest mean NCE scores and pretest average percentile scores were computed for the 1983-1984 program and for the 1984-1985 program.

School Year	Content Area	Pre Mean Nce	Pre Avg. %
1983-1984	Reading	24	11
1983-1984	Mathematics	23	10
1984-1985	Reading	31	18
1984-1985	Mathematics	30	17

In all cases, the average pretest percentile score of participating students is at or below the 18th percentile.

In all instances except one, the Orange County Public Schools' Chapter I program exceeds the national statistics for NCE gains in Chapter I programs nationwide for the 1983-1984 school year, using spring to spring results.

Grade Level	Content Area	National NCE Gains	OCPS NCE Gains
2	Reading	1.0	4.43
4	Reading	2.9	2.79
6	Reading	3.2	3.90
2	Mathematics	3.2	9.05
4	Mathematics	3.1	6.75
6	Mathematics	4.0	5.52

National NCE gains for the school year 1984-1985 are not avialable for comparison.

In addressing sustained gains, the personnel in the Orange County Public Schools' Chapter I program asked the following questions:

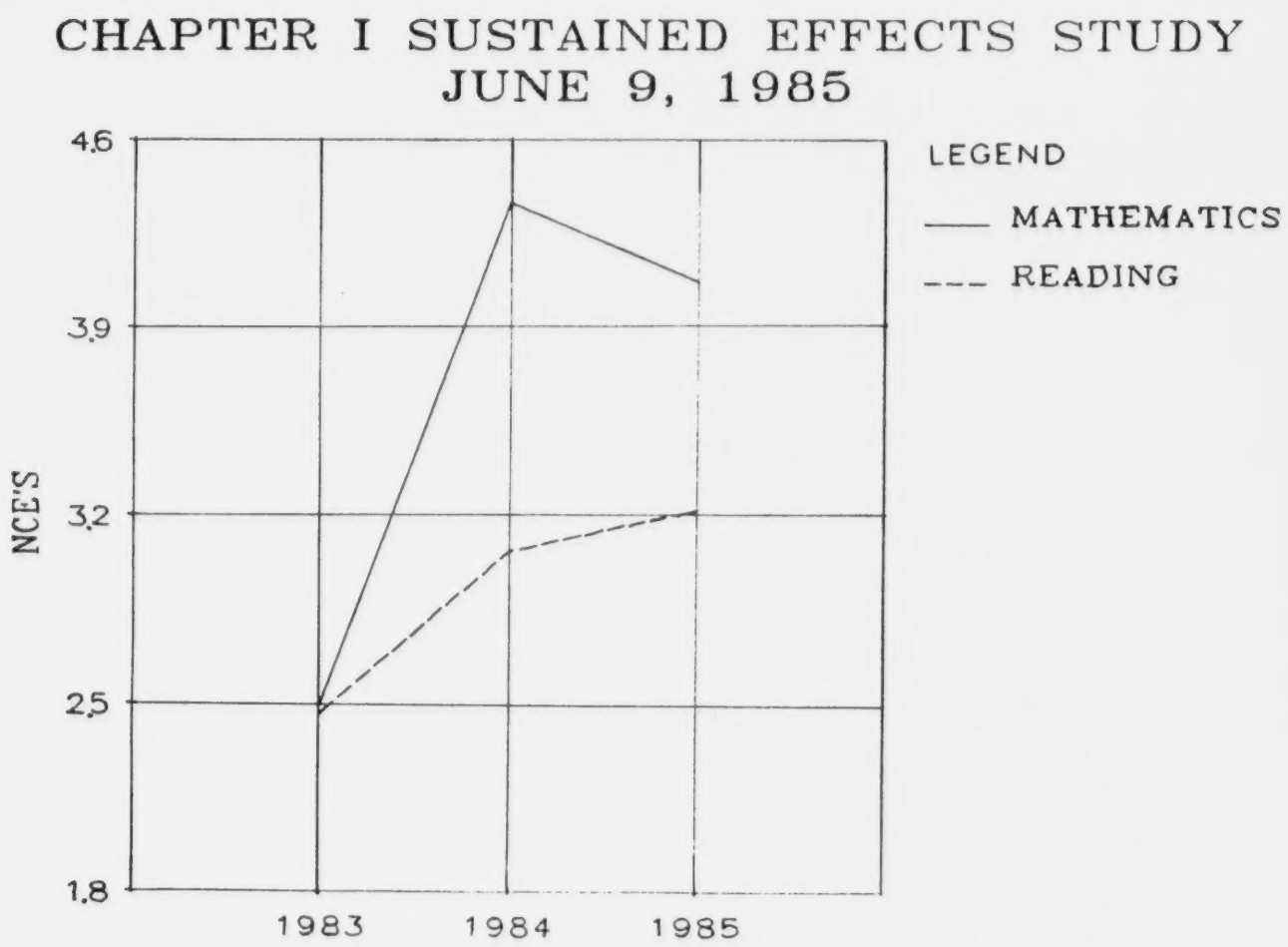
1. Do second graders served by the Chapter I reading program maintain their level of reading achievement after being out of the reading program for one year?

2. Do second graders served by the Chapter I mathematics program maintain their level of mathematics achievement after being out of the mathematics program one year?

Students were eligible for the 1983-1984 Chapter I program if their Comprehensive Tests of Basic Skills, Form U, total reading and/or total mathematics percentile scores were less than or equal to 25, and the students attended a school offering a Chapter I program. This resulted in 279 students in the longitudinal sample.

The following table displays the pretest (1983), the post-test (1984), and the sustained effects (1985) NCE means and standard deviations for students served exclusively in Chapter I reading and mathematics programs.

	Reading		Mathematics	
Year	Mean	SD	Mean	SD
1983	24.6	8.7	24.9	6.4
1984	30.6	15.7	43.6	17.5
1985	32.2	14.2	40.7	13.9



In responding to the questions posed by the Orange County Public Schools sustained effects study for eligible second graders in the reading and mathematics programs, the gain from the post-test to the third data point is greater than or equal to zero, documenting a positive and sustaining impact, and answering "yes" to both questions.